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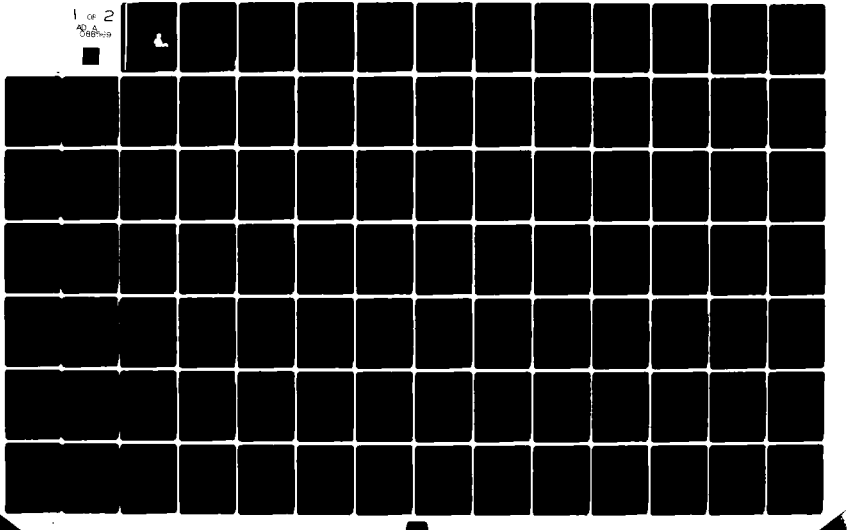

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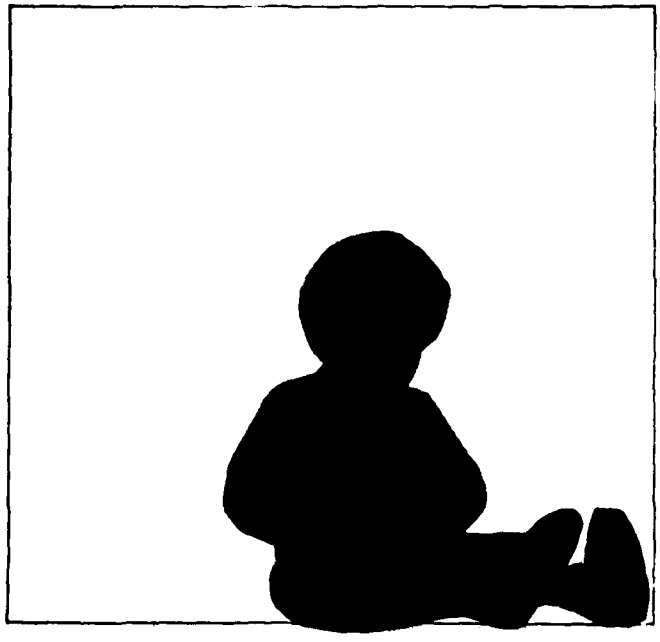

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13. ABSTRACT

The intent of this bibliography is to assemble as many references as possible from the social environment for potential users, such as administrators, educators, designers public interest groups, parent groups, and researchers working in the area of providing environments for children.

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BIBLIOGRAPHY ON CHILDREN AND THE PHYSICAL ENVIRONMENT: CHILD CARE CENTERS, OUTDOOR PLAY ENVIRONMENTS, AND OTHER CHILDREN'S ENVIRONMENTS.

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Carol G. Lane
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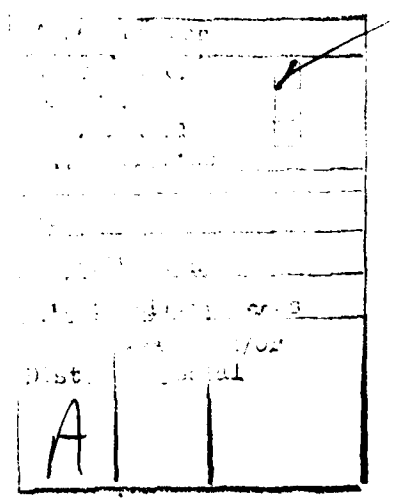
TABLE OF CONTENTS

v ACKNOWLEDGMENTS

1 INTRODUCTION

5 BIBLIOGRAPHY

143 JOURNALS



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The overall goals of the Children's Environments Project are to develop behaviorally-based planning and design data for child care centers and outdoor play environments for U.S. military installations around the world. In addition, illustrative concept designs demonstrate the application of the criteria. Final products of the project include a Design Guide for Child Care Centers and a Technical Manual for Children's Play Environments. For civilian use, a spin-off pair of books is anticipated.

This Bibliography is available from the Office of the Chief of Engineers, Department of the Army, Washington, D.C., Attn. W.E. Johnson, or the Children's Environments Project, Center for Architecture and Urban Planning Research, University of Wisconsin-Milwaukee.

Editing for the Bibliography was done by Gary T. Moore, Carol G. Lane, and Lisa A. Lindberg of the Children's Environments Project. Entry items were compiled also by Uriel Cohen and Ann B. Hill. Typing of the bibliography was done by Linda Phillips.

Members of the Children's Environments Project would like to acknowledge the administration of the Center for Architecture and Urban Planning Research for their support throughout the project.

INTRODUCTION

PURPOSE

There exists a large and growing literature on child-environment relations. Yet few people are aware of this literature, either assuming that the environment plays an insignificant role in child development and behavior or that the only part which does is the social environment consisting primarily of other people, parents, and teachers. Those persons wishing to uncover child-environment literature will be confronted by the difficulty of locating such material due to the large variety of available sources. The intent of the bibliography is to assemble as many references as possible from these sources into one publication for potential users such as administrators, educators, designers, public interest groups, parent groups, and researchers working in the area of providing environments for children.

To gather these references, a comprehensive and systematic search was conducted for all literature pertaining to the planning and design of children's indoor and outdoor facilities. This search included print bibliographies and indexes in environment-behavior studies, architecture, landscape architecture, early childhood education, and developmental psychology. It also included computer searches through the Educational Resources Information Center (ERIC) System and other computer-based indexes.

Emphasis was placed on compiling a list of empirical and professional literature on child care facilities and outdoor play environments dealing with the following issues:

- the role of the physical environment in child development and in overcoming developmental disabilities
- child care centers and family child care homes
- outdoor playgrounds of various types, including adventure playgrounds and comprehensive playgrounds
- role of the overall housing and neighborhood environment in children's play and development

Other information was found on a range of additional children's environments, including:

- children's hospitals
- recreation centers
- elementary and secondary schools
- children's libraries
- housing
- children's zoos
- science museums
- designing for handicapped children

FINDINGS

The search disclosed over 1500 items--books, reports, and articles--which were judged as making a contribution to the child-environments field and warranting inclusion in this Bibliography. Due to the immensity of the task, items have not been further evaluated, categorized, or annotated. Therefore, relevant newspaper articles, brochures, and informative pamphlets are included as well as major empirical works by noted child-environment experts. The source of the publication is a clue to the reliability of its information (e.g., a book from a major, respected publishing house or a paper from one of the major child development scientific journals, versus an unpublished pamphlet or a news item or abstract in an informal, non-refereed newsletter).

The 40 most important works are abstracted in Hill, Lane, Cohen, Moore, and McGinty, Abstracts on Child Play Areas and Child Support Facilities (1978), and organized into five categories:

- theories of child care and play
- child-environment research
- descriptions of facilities
- design guides
- bibliographies

COMMENTS

A few comments about the state of the literature are in order. First, we were very dismayed to discover the lack of a large body of empirical literature. Most of the works below are opinions of educators or others who have worked with children for many years, or are descriptions of architectural facilities. Relatively few studies have been done which empirically test the assumptions and perceptions of these observers. This is an area of very great need if the field of child-environment relations is to move forward.

Second, most of the descriptions of architectural facilities are non-evaluative, or if any assessment is attempted, it is based on the most casual of observations, often paying no attention to the ways in which the building is actually used and experienced by children. This is endemic to the current state of architecture, landscape architecture, and allied professions, though the situation is slowly changing. More buildings are now being evaluated systematically and empirically through post-occupancy evaluations by outside researchers. This is a trend which must continue in order to place architecture on a firm footing.

Third, there is considerably more literature on child care centers, playgrounds, and elementary schools than on any other of the many children's environments. The most extensive empirical literature is on children's play and playgrounds, while most of the child care literature which deals with physical facilities is anecdotal. Schools fall somewhere in between. For example, with the exception of two studies, all of the empirical research on open-plan versus closed-plan children's buildings has been conducted on elementary schools, not child care centers where the issue is perhaps even more acute.

Fourth, much of the attention being given to children's environments assumes a rather traditional point of view toward the physical environment. For example, most people assume that the current spate of ironmongery corners of parks and school grounds (completely misnamed "play"-grounds) are the only imaginable types of planned designed play spaces for children.

One has only to follow children around for a day, especially a day when they may happen to be in a fairly natural setting, to discover the fallacy of this point of view, yet the view persists in the common mind as well as the literature, to say nothing of manufacturers' catalogues. Some current research, and much international opinion (e.g., the United Nations Charter on the Rights of the Child, the International Playground Association Resolutions on Children's Play and Play Spaces) is a healthy antidote to this view, but is having little impact on the bulk of the literature to date.

Fifth, it is only in the last few years that people are seriously talking about and working with children as integral parts of the programming, planning, and design process of creating their own environments. To date the work has focused on designing for children, but despite the serious challenges of certain cognitively-oriented child psychologists, work is proceeding experimentally to include children in the design process.

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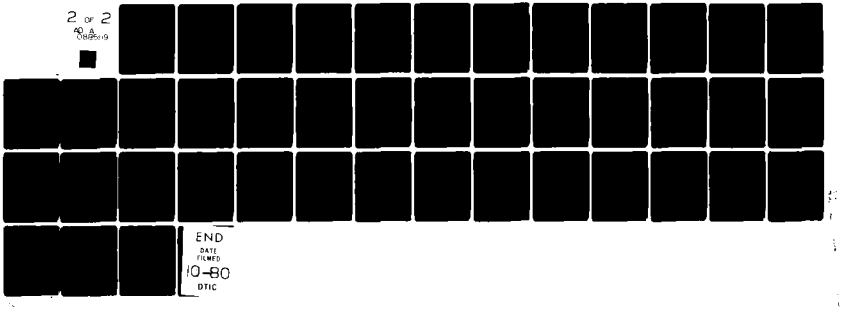

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